English 10 Framework

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| Framework number and letter | Big Idea | Essential Question | Concept | Competency |  |
| 1.A | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Textual structure, features and organization inform meaning | Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning |  |
| 1.B | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Identify the use of bias, stereotype, and propaganda where present |  |
| 1.C | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Identify and evaluate essential content between and among various text types |  |
| 1.D | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Acquiring and applying a robust vocabulary assists in constructing meaning | Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning |  |
| 1.E | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Analyze the use of facts and opinions across texts |  |
| 1.F | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Acquiring and applying a robust vocabulary assists in constructing meaning | Generalize the use of academic vocabulary across disciplines |  |
| 1.G | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Evaluate the presentation of essential and nonessential information in texts, identifying the author’s implicit or explicit bias and assumptions |  |
| 1.H | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Evaluate the relevance and reliability of information, citing supportive evidence in texts |  |
| 1.I | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Textual structure, features and organization inform meaning | Evaluate the use of graphics in text as they clarify and enhance meaning |  |
| 1.J | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Analyze and evaluate author’s/authors’ use of conflict, theme and /or point of view within and among texts |  |
| 1.K | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Evaluate the effects of inclusion and exclusion of information in persuasive text |  |
| 1.L | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Summarize, draw conclusions, and make generalizations from a variety of mediums |  |
| 1. M | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Evaluate the effectiveness of the author’s use of literary devices in various genre |  |
| 1.N | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Textual structure, features and organization inform meaning | Evaluate the characteristics of various genre (e.g. fiction and nonfiction forms of narrative, poetry, drama and essay) to determine how the form relates to purpose. |  |
| 1.O | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Analyze the impact of societal and cultural influences in texts |  |
| 1.P | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Acquiring and applying a robust vocabulary assists in constructing meaning | Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations |  |
| 1.Q | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Analyze and evaluate author’s/authors’ use of literary elements within and among genres |  |
| 1.R | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Acquiring and applying a robust vocabulary assists in constructing meaning | Use grade appropriate resources to confirm and extend meaning of vocabulary |  |
| 1.S | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions |  |
| 1.T | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text | How does interaction with text provoke thinking and response? | Essential content, literary elements and devices inform meaning | Develop new and unique insights based on extended understanding derived from critical examinations of text(s) |  |
| 1.U | Listening provides the opportunity to learn, reflect, and respond | How does productive oral communication rely on speaking and listening? | Active listening facilitates learning and communication. | Listen Actively and monitor one’s own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker’s message |  |
| 1.V | Listening provides the opportunity to learn, reflect, and respond | How does productive oral communication rely on speaking and listening? | Active listening facilitates learning and communication. | Evaluate and respond to the speaker’s message by analyzing and synthesizing information, ideas, and opinions |  |
| 1.W | Listening provides the opportunity to learn, reflect, and respond | How does productive oral communication rely on speaking and listening? | Active listening facilitates learning and communication. | Listen with civility to the ideas of others |  |
| 1.X | Effective speaking and listening are essential for productive communication. | How does productive oral communication rely on speaking and listening? | Active listening facilitates learning and communication. | Listen Actively and monitor one’s own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker’s message |  |
| 1.Y | Effective speaking and listening are essential for productive communication. | How does productive oral communication rely on speaking and listening? | Active listening facilitates learning and communication. | Evaluate and respond to the speaker’s message by analyzing and synthesizing information, ideas, and opinions |  |
| 1.Z | Effective speaking and listening are essential for productive communication. | How does productive oral communication rely on speaking and listening? | Active listening facilitates learning and communication. | Listen with civility to the ideas of others |  |
| 2.A | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Informational sources have unique purposes. | Synthesize information gathered from a variety of sources. |  |
| 2.B | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Research is an inquiry based process. | Develop a clear research question or thesis statement. |  |
| 2.C | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Organization of information facilitates meaning. | Document sources of information, including references and works cited, using an appropriate style (e.g.: MLA, APA, Chicago). |  |
| 2.D | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Informational sources have unique purposes. | Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets and other electronic reference materials. |  |
| 2.E | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Organization of information facilitates meaning. | Follow the conventional style for the type of document and use page formats, fonts and spacing that contribute to the readability and impact of the document. |  |
| 2. F | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Informational sources have unique purposes. | Evaluate information from a variety of reference sources for its relevance to the research question, topic or thesis. |  |
| 2.G | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Informational sources have unique purposes. | Analyze and evaluate information from sources for relevance to the research question, topic or thesis. |  |
| 2.H | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Validity of information must be established. | Critically evaluate primary and secondary sources for validity, perspective, bias, and relationship to topic. |  |
| 2.I | Information to gain or expand knowledge can be acquired through a variety of sources. | How do we use information gained through research to expand knowledge?  How can our knowledge and use of the research process promote lifelong learning? | Organization of information facilitates meaning. | Cite all sources properly when quoting, paraphrasing or summarizing. |  |
| 2.J | Effective speaking and listening are essential for productive communication. | How does productive oral communication rely on speaking and listening? | Purpose, context and audience influence the content and delivery in speaking situations | Deliver effective oral presentations by o establishing a clear and concise focus or thesis o selecting and using appropriate structures, content and language to present ideas that support the thesis o utilizing appropriate technology or media to reinforce the message o employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation o monitoring the response of the audience and adjusting delivery accordingly |  |
| 2.K | Effective speaking and listening are essential for productive communication. | How does productive oral communication rely on speaking and listening? | Purpose, context and audience influence the content and delivery in speaking situations | Interact effectively in discussions by o maintaining the focus of the discussion by contributing relevant content o selecting and using appropriate language o asking relevant and clarifying questions o monitoring the response of participants and adjusting contributions accordingly o employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation |  |
| 2.L | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use proper conventions to compose in the standard form of the English language (conventions). |  |
| 2.M | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus |  |
| 2.N | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus) |  |
| 2.O | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Writing improves through the recursive process of revising and editing | Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish)Revise writing by: • examining how the questions of purpose, audience, and genre have been addressed• examining and improving style, word choice, sentence variety and subtlety of meaning |  |
| 2.P | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Develop an organizational format appropriate to mode and purpose that sustains writing in a logical order. (organization) |  |
| 2.Q | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Incorporate appropriate transitions within and between paragraphs. |  |
| 2.R | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use socially and academically appropriate writing conventions in a variety of formal and informal communication. |  |
| 2.S | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use precise vocabulary when developing writing |  |
| 2.T | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader |  |
| 2.U | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style) |  |
| 2.V | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Construct parallel structures between sentences and paragraphs. |  |
| 2.W | Writing is a means of documenting thinking | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples (content) |  |
| 2.X | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style) |  |
| 2.Y | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use precise vocabulary when developing writing |  |
| 2.Z | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Develop topic-specific content that effectively and fully explains and supports the work by using details, facts, research, and/or examples (content) |  |
| 3.A | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Incorporate appropriate transitions within and between paragraphs. |  |
| 3.B | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use socially and academically appropriate language and content |  |
| 3.C | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader |  |
| 3.D | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use proper conventions to compose in the standard form of the English language (conventions). |  |
| 3.E | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Use socially and academically appropriate writing conventions in a variety of formal and informal communication. |  |
| 3.F | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Construct parallel structures between sentences and paragraphs. |  |
| 3.G | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus) |  |
| 3.H | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Develop an organizational format appropriate to mode and purpose that sustains writing in a logical order. (organization) |  |
| 3.I | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Writing improves through the recursive process of revising and editing | Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish)Revise writing by: • examining how the questions of purpose, audience, and genre have been addressed• examining and improving style, word choice, sentence variety and subtlety of meaning |  |
| 3.J | Writing is a recursive process that conveys ideas, thoughts and feelings | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus |  |
| 3.K | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Informational Writing: Use proper conventions to compose in the standard form of the English language (conventions). |  |
| 3.L | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | The writing supports a thesis or research question based on research, observation, and/or experience. | Identify a single thesis, research question or topic. Attribute sources of information when appropriate. Use information in maps, charts, graphs, time lines, tables and diagrams to inform writing. |  |
| 3.M | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Informational Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus). |  |
| 3.N | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Narrative Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization). |  |
| 3.O | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Narrative Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style). |  |
| 3.P | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Persuasive Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style). |  |
| 3.Q | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Narrative Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus). |  |
| 3.R | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Narrative writing engages the audience by telling a story, addressing questions and/or setting up conflicts. | Write to engage the audience by: • establishing and developing a setting through specific detail.• developing the actions, movements, gestures and feelings of a character(s), narrator or writer.• using dialogue, figurative language and literary devices to develop character/narrator, setting and/or plot. • developing a linear plot (exposition, rising action, climax, falling action, resolution).• establishing and developing conflict to advance plot and/or theme. |  |
| 3.S | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Persuasive Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content). |  |
| 3.T | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Informational Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization). |  |
| 3.U | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Narrative Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content). |  |
| 3.V | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Persuasive Writing: Employ effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea (organization). |  |
| 3.W | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Informational Writing: Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style). |  |
| 3.X | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Persuasive Writing: Use proper conventions to compose in the standard form of the English language (conventions). |  |
| 3.Y | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Narrative Writing: Use proper conventions to compose in the standard form of the English language (conventions). |  |
| 3.Z | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position. | Write to influence the audience by:• stating and supporting a position with detailed evidence, examples, and reasons. • using persuasive techniques (e.g.: emotional appeal, statistics, description, anecdote, example, expert opinion) to strengthen the argument. • employing a distinct structure to organize the argument and the opposing viewpoints. • acknowledging and refuting opposing arguments. • evaluating sources for validity, perspective, bias, and relationship to topic.• documenting sources of information responsibly and ethically. • using sources to achieve a balanced and authoritative argument. • supporting judgments with relevant evidence and detail. |  |
| 4.A | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Informational Writing: Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content). |  |
| 4.B | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Persuasive Writing: Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus). |  |
| 4.C | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Informational writing describes, explains and/or summarizes ideas or content in a variety of genre. | Write to inform by: • presenting information purposefully and succinctly to meet the needs of the intended audience. • applying organizational structures that communicate information and ideas accurately and coherently. • using language that qualifies fact from opinion. • developing informational genres that relate to a variety of purposes and audiences (e.g.: instructions, memos, e-mails, correspondence, project plans, proposals, and resumes). |  |
| 4.D | Purpose, topic and audience guide types of writing | What role does writing play in our lives?  How do we develop into effective writers?  To what extent does the writing process contribute to the quality of writing? | Focus, content, organization, style, and conventions work together to impact writing quality | Persuasive Writing: Employ a thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence where rhetorical persuasive strategies are evident (content). |  |